

**Basic Skills/  
Proactive and Integrated Student and Academic Support  
Wednesday, October 7, 2020, 4:00-5:00 PM, ZOOM  
Meeting Notes**

Attended: Zoe Adler, Mark Manasse, Leticia Diaz, Katie Palacios, Susan Topham, Sade Burrell, Marisa Alioto, Leroy Johnson, Symone McDaniels, Brian Mackus, Erika Higginbotham, Isabel O'Connor, Ailene Crakes, Hai Hoang, Olivia Picolla, Trina Larson

**1. Mission *DRAFT***

- The group reviewed and made recommendations. A suggestion was made that we draft a concise action-oriented mission statement as an option. Trina, Sade, and a student will work on this and bring to the next meeting.

**2. Goals/Themes/Projects**

- **Goals**
  - Draft goals were reviewed. Some suggested they might be more actionable. We agreed to revisit at our next meeting.
- **Projects**
  - We will start to consider projects we'd like to work on during our next meeting. See below for some projects that have been brought forward through plans and discussions (prior to the BSI/PIZZAS integration). These are options folks may or may not be interested in. Some projects folk are interested in may not be missing.

**3. Group Name**

- Options were shared that we will revisit on October 21. Examples:
  - MISS: Mesa Integrated Support Services
  - MIST: Mesa Integrated Support Team
  - SASS: Student Support & Academic Services
  - PIAZZA!: Proactive and Integrated Academic and Student Support Services
  - PIZZAS: The classic! Keep current name. Proactive and Integrated Student and Academic Support

**References**

**Draft Mission Statement (brought to the Oct 7 meeting; doesn't reflect changes)**

- The group made recommendations and a suggestion was made for a concise mission statement that focuses on action. Trina, Sade, and a student will work on on and bring to the next meeting.
- *The mission of OUR GROUP is to establish a communicative, scholastic community, which seeks to raise awareness about -- and provide access to -- purposefully integrated services that model an intentional collaboration among students, student services, academic support services, and discipline faculty to best meet the needs of students along their educational pathways.*

- *In order to equitably serve all students -*
  - *We will interrogate oppression and racism where they show up in our educational spaces.*
  - *We will use both data-informed decision making and individual student stories to guide our work and empower our entire campus community to take ownership of removing systemic barriers that disrupt student success.*

**Draft Goals (brought to the Oct 7 meeting; don't reflect changes)**

- collecting qualitative and quantitative data centered on identifying gaps and barriers to student success.
- creating, improving, and placing supports (via spaces, communications, and technology), equitably and intrusively and where/when students need them, just in time.
- identifying and filling the gaps between instruction and support services where better integration would promote student engagement, well-being, retention, and completion.
- fostering supplemental instruction, co-requisite ("x" classes), and engagement activities (e.g., Mathletics) to promote the completion of gateway and pre-transfer level courses for all students.
- promoting cross-discipline, cross-divisional, cross-unit collaborations for purposes of piloting projects that improve support services in holistic, proactive, and integrated ways.

**Projects (not discussed on Oct 7)**

Project Parking Lots

- SOAA ACTION WORKSHEET:
  - <https://docs.google.com/spreadsheets/d/1Mf8cGuioST2dgZoVLou9lh7byM29rRkOU51K8R4WRKg/edit?usp=sharing>
- Project Ideas:
  - <https://drive.google.com/file/d/1mBSrL0GUNMtX9hWoI1uUKcDM0KpJlUg0/view?usp=sharing>
  - [Foster Youth Project as an example](#)
- PIZZAS Report-Out to MPC
  - [https://docs.google.com/document/d/13Uhi9nuMNJbDLVVKkkW0Cyigrfq8KHBTg\\_F7\\_kO03Jo/edit?usp=sharing](https://docs.google.com/document/d/13Uhi9nuMNJbDLVVKkkW0Cyigrfq8KHBTg_F7_kO03Jo/edit?usp=sharing)

Project Ideas (think about Covid and projects now and projects after Covid)

- **Collaborations**
  - Faculty & DSPS/Counseling: to bridge gaps for student success
  - Faculty & The Stand: Connect to class/students/faculty to The Stand, working with Johanna
  - Instruction & Foster Youth Cohort Pilot (Markus)
  - [Our Group Name] & Umoja: to identify and dismantle cultural hegemony; introducing new values, principles, and cultural norms into our services.
  - [Our Group Name] & Onboarding and Career Exploration: to identify overlaps, gaps, synergies
  - [Our Group Name] & Classified Professionals: to breathe life into our mission by involving practitioners (perhaps ties to next item)
- **Map or Gap Analysis of Support Services**
  - How often are services accessed and who accesses them
  - How do offer services in a variety of ways: online, in class, outside of class
  - Where do practitioners see Pathways gaps? “AMA” Sessions
  - Where do students see Pathways gaps? Canvas/Quad Research
- **Student Success Teams (Need MPC Input)**
  - With guidance from MPC (one model: Olympian Pathways Prototype)
- **Canvas Student Support Hub**
  - This is underway and may not require this group’s support

- **Themes (not discussed on Oct 7)**

<b>Data</b>	<b>Systems/Communication</b>	<b>Culture</b>
<p>Data on students not entering math/English within the first one-to-two years.</p> <p>How do we gently guide students into these classes sooner?</p> <p>Are students not enrolling because of a fear of not passing math/English</p> <p>Momentum points of losing students. Where/why/how</p> <p>Student Success Scorecard</p> <p>How do we know students are succeeding</p> <p>When do departments look at data?</p>	<p><b>Systems/Communication</b></p> <p><b>Systems as safety nets, not individual people!!!</b></p> <p>Connecting people to each other and services</p> <p>Make resources available/known</p> <p>Student services and instruction working together</p> <p>How do we bring more people onboard with student support inside and outside of the classroom. Staying positive and allying with each other</p> <p>Students are students at college, not just in one class.</p> <p>Bring projects from around the campus together.</p> <p><i>It takes a village</i> approach</p> <p>Communication. Access to info. Learn from each other and share</p> <p>Example: Counseling open house and bring it back to cla</p> <p>10/13 and 10/14: 12 PM to 2 PM</p>	<p><b>Culture</b></p> <p>Student centered</p> <p>Foster a culture of <u>empathy</u> across campus: inside and outside the classroom</p> <p>What happens for students who aren’t connecting to class/campus?</p> <p>How do we work with select faculty as exemplars for working with students, student services, and others. <u>Empathy</u> training.</p> <p>Double down on instructional <u>culture</u> connected to student support. Connect to evaluations.</p> <p>So we need to change our mindset, we are Mesa...not instruction, not student services, we all have the same job. To prepare our students!</p>